

## LONE OAK ELEMENTARY

7314 Lone Oak Road  
Spartanburg, South Carolina 29303

**GRADES** K-5 Elementary School

**ENROLLMENT** 288 Students

**PRINCIPAL** Barbara C. Mills 864-503-9088

**SUPERINTENDENT** Dr. Darryl Owings 864-576-4212

**BOARD CHAIR** Mr. Lynn Harris 864-576-4212

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	29	55	9	0

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Below Average	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	Yes

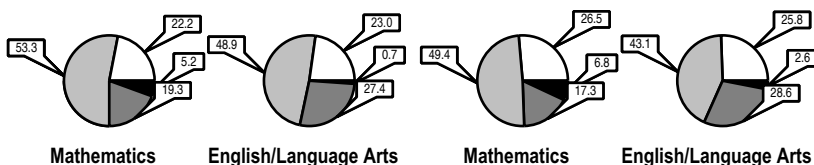
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	155	100.0	23.0	48.9	27.4	0.7	44.4	Yes	Yes
<b>Gender</b>									
Male	88	100.0	21.8	50.0	28.2	0.0	47.4		
Female	67	100.0	24.6	47.4	26.3	1.8	40.4		
<b>Racial/Ethnic Group</b>									
White	61	100.0	10.7	50.0	37.5	1.8	55.4	Yes	Yes
African-American	48	100.0	22.5	57.5	20.0	0.0	37.5	Yes	Yes
Asian/Pacific Islanders	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	36	100.0	48.4	32.3	19.4	0.0	35.5	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	137	100.0	20.0	51.7	27.5	0.8	48.3		
Disabled	18	100.0	46.7	26.7	26.7	0.0	13.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	155	100.0	23.0	48.9	27.4	0.7	44.4		
<b>English Proficiency</b>									
Limited English Proficient	28	100.0	72.7	22.7	4.5	0.0	9.1	I/S	I/S
Non-Limited English Proficient	127	100.0	13.3	54.0	31.9	0.9	51.3		
<b>Socio-Economic Status</b>									
Subsidized meals	115	100.0	27.4	46.3	26.3	0.0	38.9	Yes	Yes
Full-pay meals	40	100.0	12.5	55.0	30.0	2.5	57.5		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	155	98.7	22.2	53.3	19.3	5.2	40.7	Yes	Yes
<b>Gender</b>									
Male	88	97.7	19.2	57.7	16.7	6.4	37.2		
Female	67	100.0	26.3	47.4	22.8	3.5	45.6		
<b>Racial/Ethnic Group</b>									
White	61	100.0	17.9	50.0	21.4	10.7	50.0	Yes	Yes
African-American	48	100.0	30.0	52.5	15.0	2.5	27.5	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	36	94.4	25.8	51.6	22.6	0.0	45.2	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	137	98.5	20.8	54.2	19.2	5.8	43.3		
Disabled	18	100.0	33.3	46.7	20.0	0.0	20.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	155	98.7	22.2	53.3	19.3	5.2	40.7		
<b>English Proficiency</b>									
Limited English Proficient	28	92.9	36.4	50.0	13.6	0.0	22.7	I/S	I/S
Non-Limited English Proficient	127	100.0	19.5	54.0	20.4	6.2	44.2		
<b>Socio-Economic Status</b>									
Subsidized meals	115	98.3	26.3	49.5	20.0	4.2	38.9	Yes	Yes
Full-pay meals	40	100.0	12.5	62.5	17.5	7.5	45.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	24.5	45.3	28.3	1.9	30.2
	<b>Grade 4</b>	48	97.9	28.6	52.4	19.0	N/A	19.0
	<b>Grade 5</b>	58	100.0	43.6	49.1	7.3	N/A	7.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	48	100.0	19.6	41.3	39.1	N/A	39.1
	<b>Grade 4</b>	57	100.0	26.8	44.6	26.8	1.8	28.6
	<b>Grade 5</b>	50	100.0	25.0	62.5	12.5	N/A	12.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	54	100.0	28.3	47.2	13.2	11.3	24.5
	<b>Grade 4</b>	48	100.0	34.9	41.9	20.9	2.3	23.3
	<b>Grade 5</b>	58	100.0	32.7	52.7	12.7	1.8	14.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	48	97.9	13.0	67.4	15.2	4.3	19.6
	<b>Grade 4</b>	57	100.0	21.4	48.2	25.0	5.4	30.4
	<b>Grade 5</b>	50	98.0	35.4	47.9	12.5	4.2	16.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 288)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	3.8%	2.7%
Attendance rate	96.8%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.8%		5.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.6%		4.3%	3.5%
Eligible for gifted and talented	8.4%	Down from 10.1%	9.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.3%	Up from 7.2%	9.2%	8.2%
Older than usual for grade	0.3%	Down from 1.9%	1.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 21)				
Teachers with advanced degrees	57.1%	Down from 57.9%	46.7%	51.4%
Continuing contract teachers	81.0%	Down from 84.2%	87.1%	87.5%
Highly qualified teachers**	100.0%	N/A	94.9%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.3%	Down from 90.7%	86.2%	86.7%
Teacher attendance rate	96.5%	Down from 96.9%	94.6%	94.9%
Average teacher salary	\$40,808	Down 0.3%	\$39,923	\$40,760
Prof. development days/teacher	8.1 days	Down from 10.5 days	13.1 days	12.4 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	17.6 to 1	Down from 21.3 to 1	18.0 to 1	18.9 to 1
Prime instructional time	92.6%	Down from 92.8%	89.5%	90.0%
Dollars spent per pupil*	\$5,733	Up 0.4%	\$6,192	\$6,044
Percent of expenditures for teacher salaries*	64.4%	Down from 66.2%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.2%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2003-2004 school year at Lone Oak Elementary was devoted to meeting the challenges of the accountability system within a highly mobile student population. Combined efforts with members of the business community, local universities and the church community made possible a multitude of opportunities to meet the needs of our entire student population. Together we followed our school motto, "Striving for Excellence," and implemented best practices for children. We continued our improvement initiative by adding a science coach to improve our level of science instruction. All grade levels routinely meet with the science coach and jointly plan instructional strategies. Validation of student effort and achievement is evident throughout the Lone Oak campus. The school is attractively decorated with the art and academic work of the students. Landscaping by students, an outdoor classroom designed and maintained by the science program, living plants, aquariums and teacher/student-created displays contribute to the overall student-centered atmosphere. Our enrollment continues to fluctuate with high mobility and continues to increase in cultural diversity. Our Hispanic population has risen from 3% in 1994 to 25% in 2004. Meeting the needs of newly immigrated students continues to be our focus. We are adept at individualization of instruction based on need and moving each child toward improvement. Our strength and creativity come from our diversity, leaving all children better prepared to meet the needs of a global community. Our writing initiative began five years ago and continues to be a focus. We are a community of writers and celebrate student and staff success. We have partnered with USCS and the Spartanburg Writing Project to expand our program to all areas of the curriculum. Special assemblies and traveling theater groups keep students highly motivated and committed to improvement. Special practice with the use of rubrics for assessment was provided by the State Department of Education. All of us at Lone Oak Elementary School are proud of our students and their individual accomplishments. Students who remain with us are very competitive in local, state and national competitions. Opportunities are continually provided to meet individual needs and interests. We are confident that students who remain with us will continue to improve. We have high expectations for our students and are confident that our academic program will prepare them to meet the increasingly rigorous academic demands of the future. A cadre of Lone Oak teachers and the principal wrote a grant which will fund the highly successful, researched-based reading model, Success For All. This model was implemented during a summer session of 2004 and continues throughout the 2004-2005 school year.

School Improvement Chairman, Denise Watson  
Principal, Barbara Mills

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	25	43	38
<b>Percent satisfied with learning environment</b>	88.0%	97.6%	89.5%
<b>Percent satisfied with social and physical environment</b>	96.0%	93.0%	89.2%
<b>Percent satisfied with home-school relations</b>	76.0%	95.3%	81.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.